THE FUTURE OF LEARNING

LL Forum#4 - Middle/High School Transformation and Programming Questions
02.12.2019

Meeting Agenda and Notes:

Discussion Questions based on School Transformation Map:

Learning Themes: You indicated you want "sub-schools" in Line 1. Can you tell a bit more about what you envision?
- PCHS
  - Students graduate with certificates/degrees from CTE and/or community colleges that help funnel them into the workforce
  - Learning Academy is moving toward interdisciplinary teaming approach
- Ecker (strong support for teams)
  - Currently teams of teachers share a group of students and can work together to plan and develop a team identity
    - This model focuses on student experience; teaming should focus on students more than teachers
    - Is based upon interdisciplinary planning
    - Creates a bridge between elementary and upper levels
    - Fosters stronger relationships
    - Students more well-known in smaller groups

Exhibition and Display: How can we improve your ability to celebrate student work, and help them to present, curate and display their work? (More monitors, wall space, opportunities to hang things from the ceiling?)
- Concrete walls don't allow us to put things up on the walls
  - Need tackable surfaces
- Need walls that can be written on inside and outside classrooms
- Want display cases for things like CTE activities, e.g., splinting/casting, 3D models
- You can never have enough white board space for students to make learning visible
- Willing to trade cabinets for white boards
- Interested in furniture with writable surfaces
- Incorporating technology into display would be nice as well Interested in grids whereby student work, cameras, lights and microphones could be hung from the ceiling

Collaboration: Similar to Line 1, what do larger teams mean to you?

- Teaming
  - Ecker
    - Core subjects are clustered by grade and electives are not (this is the current model and the preferred approach)
      - Do not have enough space for staff to have all subjects, including electives for each cluster
      - Having space that supports this is preferred
    - 6th grade and some 7th don't have the same physical space/learning clusters
    - Most functional clusters are the 7th grade blue and silver teams, which have common space and defined space
    - Operable walls would be great for team-teaching; ease of use and operability of such walls is critical
    - All of the students in a team have to be able to gather in one area at one time
  - Treasure

- Currently team by departments: English, math, science, social studies are physically co-located
- Consider including teams for the other subjects: electives, CTE, languages, arts (hands-on "WOW" spaces)
- Such WOW spaces could be central and the core team areas could branch off from them
- Administrators could be distributed into academic team areas
- Interdisciplinary teams are the future
  - PCHS
    - Teamed by departments
    - Cross-curricular teams focus on students and are preferred by the group
    - How would this work in High School?
    - CTE classes also have a need for collaboration - need spaces for multiple classes to get together and collaborate
  - Learning Academy
    - Moving toward Expeditionary Learning
      - Desire ability to store outdoor gear, and consider "mud rooms"
    - Social and emotional learning (SEL) will focus on Tier 2 (small group SEL) and Tier 3 (individualized support for students including areas for DBT and RTI
      - Would like the ability for smaller classroom and group settings, and the ability to divide current classrooms for smaller spaces for restorative circles
    - Cross-curricular classes that are expeditionary, going out into the world
      - Project based and teamed
      - Space needed for this – storage space, classrooms that are flexible/convertible (divided), rooms for therapy

Teacher Teams, Ownership, Awareness, Integration, Size/Capacity, Collaboration, Flexibility, Small Groups, Connections: What facility implications are there if teacher and student collaboration are to be improved? Any ideas with regard to how you might like to integrate classes, or how many classes you would like in a cluster of learning? Want semi-autonomous schools within schools? If flex walls, where?

- Team teaching and teacher collaboration
  - Use different spaces for large gatherings
  - Like having diverse choices depending on the type of meeting
  - Nice to have some private space and recognition of the need to reflect
  - Prefer a private space for lunch
  - Want spaces to be varied
  - Don't need assigned place for teams to meet; can use classrooms
  - Desire privacy at times
  - Teams aren't that big
  - Prefer huddle space for private conversations rather than hallway
  - Students seeing teachers working together is valuable

- Classroom ownership
  - Collaborative teacher spaces are beneficial for sharing between teachers
  - Science labs may be difficult to share
  - Lab set up is complex and involves a lot of materials; lessons may take more than one day
  - Nice to be able to put up work and other visuals
  - The group discussed how important it is for a teacher to "own a classroom" and control what goes on the walls
  - Visuals help students remember material

- Want to use the space for immersive learning
- Could share within the same subject
- Need time to supervise students during transition and not set up during that time
- Research shows that visuals related to the lesson are helpful but too much extraneous information is a distraction
- Too much stimulation is a distraction to learning
- Teachers without desks move around the classroom more
- Stimulation and engagement is vital
- Sharing classrooms could be difficult for lab set up
- Artifacts and supplies are difficult to move
- Some subjects prove easier than others to share classrooms
- Office space could easily be shared
- Staying in one place allows teachers to develop relationships with those around them
- Smart classrooms that use technology create an immersive feel
- Does having a consistent space help students connect to a subject?
- Some think that safety and comfort help with focus and recollection
- Age could be a contributing factor in this conversation; need to explore more thoroughly
- Middle school kids have different needs than high school students
- As students move from elementary to middle to high school, their independence increases
- Need to balance structure and change when considering student engagement

Technology: Any implications? (More wifi or power indoors and out? More individual and/or work stations?

- o   See Computer Labs section below

Learning Location and Who Teaches: What is the internship situation like now? Do you have any intent of formalizing it, e.g., all juniors do a half-day internship? What about the bike shop, ski shop idea – perhaps operated as a CTE/Marketing course? Any space needs for outside experts? (Use conference rooms in clusters perhaps?)

Making Learning Visible, Transparency: How transparent should spaces be? (See AIA Safety Article) Perception of the difference between 4 and 5 as it relates to classrooms?

- o   See Display section above
- o   Transparency is important and desired

Distribution: Does admin stay centralized?

- o   It would be a good idea to have a counselor in each cluster/team of the school and distributed
  - Allows kids to connect/be known by another adult/administrator
  - Kids are apprehensive about going to the main/counseling office
  - Counselors could have their eyes on kids and their behavior, as well as be more available to them if located closer to them
  - Could be a more visible presence
- o   Would be beneficial for administrators to be out in the school more with their secretary co-located
- o   The presence of administrators closer to classrooms helps support teachers and students
- o   Makes them more visible and allows for more coaching opportunities

- Roger (PCHS) thought about giving up his office all together and working throughout the school

Common Planning: Where will teacher teams plan?

- See Teacher Teams above

Advisors: Any special needs for advisories, or will they just use existing spaces?

- Existing spaces are fine

Articulation: Dual degree programs? Shared use with apprentice or community college programs?

- Need to further explore

School Organization: What would a ninth grade house look like? How would it be different from the other clusters of learning?

- Need to further explore

Interdisciplinary: How would core content areas and exploratory areas be linked? (Celebrate WOW programs, e.g., PCCAPs, and WOW spaces.)

- See comments above, but need to consider developmental grade levels

Future Proof: How important is furniture? Operable walls? (5, 10, 50 year walls)

- Need to further explore

Social Setting: How many hang-out spaces and where? (Within each cluster?)

- Need hang out spaces for teachers and students
- Commons area
- Offer areas for games to let students blow of steam
- Indoor/Outdoor connections are important
- Teachers and students should be together and co-located
- Building relationships is key
- Need to easily offer opportunities for students and teacher to know each other in a different ways (formal and informal learning)

Expression: What is the school's signature? Or will there be more than one signature due to SLCs?

- See Heart of the school

Science/STEM/STEAM: How to best integrate?

- Treasure
  - Currently have science, math and art wings
  - Need meeting rooms
  - Some storage currently available, but not accessible by all spaces
- Ecker
  - Like the current model
  - Not enough "smart" storage
  - Lab spaces sometimes infiltrate the classroom spaces; need to address

- o A multipurpose lab space could be shared between different classes (STEAM model)
- o Would be nice to have dishwashers in STEAM spaces

Computer Labs: No labs at all?

- o Need space to plug in and land, which don't need to be computer labs
- o Gathering spaces needs power and plugs
- o Consider computer areas where students can take tests; question whether testing centers are needed, since the district is one-to-one
- o Perhaps 50 desks for students and adults?
- o When needed, utilize carts with computers (Computers on Wheels: COWs)
- o Community learning centers may want to utilize computer labs

Media Center: PCCAPS and Library separate or shared?

- o Students want a media center at PCHS
- o It can work as an extra classroom/teaching space
- o Perhaps provide library functions with maker capabilities
- o Example: Park City Library where you can rent and use equipment
- o Learning should be hands on in media centers
- o Students can use it individually and/or participate in activities
- o Large group testing can take place there
- o Consider transitions between education spaces, quiet spaces, collaboration spaces and hang out spaces

Teacher Planning: Want teacher "hotels" and conference rooms. What utilization factor? 80 – 100%?
- o No answer from the group at this time.

Food Choices and Prep: Food grown by staff and students. Gardens on-site? Internship possibilities?

- o Looking for ideally a farm-to-table food initiative
- o Could form partnerships with local farms and/or provide spaces for gardens
- o EATS program - eat awesome things at school
    - Eliminating bad products from the diet (high fructose corn syrup)
    - Education about dietary choices
        - Incorporating this idea into science classes
- o Culinary class and cafeteria are currently separated at PCHS – needs to be centralized and connected
- o Future foods lab should be more like an actual laboratory
    - Prefer commercial grade appliances, etc., for industrial kitchen in combo with a science lab
    - Food Science is math and science
    - Restaurant partners have a similar vision

Environmental Impact: LEED or other target (a master plan decision)

Student Furnishings: Flexible and movable (budget?!)

- o Movable furniture is deeply desired
- o Different environments reflect different learning styles
- o Students read the room and know what they will be doing
- o Routines help to manage students
- o Consistency helps with efficiency
- o Non-movable tables are frustrating

- o Different types of seating are also important
- o Flexibility within the room is key to providing flexibility for student choice
- o Discomfort undermines learning
- o Flexibly functionality in classrooms helps learning

Cabinetry: Flexible and movable means very little casework.

- o Lack of storage forces teachers to clean out
- o Need hands-on learning and need supplies for that
- o Can have movable and integrated storage that can also divide the room
- o Permanent shelves and storage aren't always necessary
- o Text books are becoming obsolete
- o Book carts would be nice as actual books provide a tactile experience and hand-on learning
- o Language arts subjects need actual books
- o Could books be co-located in classrooms rather than just in the library?
- o Science storage is important
- o Need counter space or tables for authentic learning
- o Consider science carts for labs
- o Could have a shared prep rooms
- o Could share resources, however many teachers buy their own equipment
- o Where can teachers store things that are obsolete, but might come back
- o Consider off-site storage

CTE
- o Relationship with the rest of the school
- o CTE is currently spread out in the high school
- o Work a lot together and it should be centralized
- o Want to be more central and visible to the entire school
- o TV monitors could be used to showcase work
- o Consider a centralized and perhaps shared building (possibly with other Districts) that can grow CTE programs
- o Possible programs include
    - o Automotive
    - o Pharmacy Tech
    - o Vet Tech
    - o Surgical Tech
    - o Cosmetology
    - o IT
    - o Medical
    - o Culinary
    - o Hospitality
    - o Tourism
    - o Interior Design
    - o Real Estate
    - o Land Use Optimization
    - o Environmental Resources/Studies
    - o Welding
    - o Horticulture
    - o Landscape architecture
    - o Expeditionary
    - o Sports equipment
- o Not all students go to college; CTE provides opportunities for students to develop marketable skills while in high school
- o Pros and Cons of a separate CTE building or regional Skills Center
    - o Could be central to the community and be accessible to the community resources

- o Synergies
    - Could have career fairs
    - Couple Alt High School with CTE
    - Consider an administrator or staff person to build relationships
    - Partner with Community Colleges
    - Share materials
  - o Requirements for different kinds of needs furniture, materials, etc., are different from a traditional high school
  - o Bussing/transportation would need to be provided to make access equitable and fair
  - o There may be scheduling challenges associated with a regional center
- o Space Sharing with the community could also be an approach
  - o Possible liability and age issues
  - o Already have some of these types of partnerships
- o Could partner with other districts on a centralized CTE Skills Center

Sports/Physical Education

- o Park City doesn't have enough sports facilities
- o Cost, size and location are all issues
- o The fieldhouse at Kimball is a shared resource for the entire community
- o It is currently being used for sports that it was not designed for
- o Sports have grown in Park City, and facilities are lacking
- o Transportation is an issue for parents, especially for students who are not old enough to drive
- o The Municipal Athletics and Recreation Center (MARC) gym is too small
- o Kearns campus does not have enough sports resources nearby
- o Wasatch gym is an example to consider
- o Field house that is school district owned could partner with community, but would need to be a community asset
- o Connection between school clubs and tournaments is strong
- o Kearns has limited space and is always in use throughout the summer for community events
- o Territoriality of gym space; reserved for inefficient use and always overbooked
- o 50 meter pool desired
- o Indoor track is needed
- o Weather requires indoor facilities
- o Winter and spring sports demands overlap
- o Desire showers for staff
- o School populations are too big for the gyms, PE has large classes and are using the hallways
- o Need PE facilities and space for extra-curricular activities
- o Ecker has an immediate need, gym was built for 400 and now serves 800
- o Ecker wants to consider changing the gym to the cafeteria and building a new gym
- o Current cafeteria is open to teaching areas
- o Treasure can divide the gym to accommodate more than one class, Ecker cannot
- o Equity needs to be considered as well
- o Who controls the facility?
- o Maintenance, renting, bussing – what is the cost of a facility vs. access and cost of using other locations, e.g., what is the payback on the investment
- o Need a multi-use facility that addresses equity, control and multi-jurisdictional issues

What is the heart of the school?

- o Ecker – the forum, common space with visibility, also the spaces for each team
- o Treasure – cafetorium, because food is there; like the library, but not all students use it
- o PCHS – cafeteria, theater is the pride and joy
- o There is little heart feel in most of the schools
- o The Winter Sports School (a charter) has attracted students away from PCSD

- o School ownership of space has some draw backs for community use
- o Concern that identifying the heart was difficult
- o Need to focus on students who don't feel like they belong
- o Lost the feeling of belonging for *all*
- o School should be the heart of the community
- o PCSD is not meeting the needs of the students, they need to feel like they belong
- o Students don't feel like they own their space
- o There may be too many transitions to feel ownership
- o A 9th grade academy in the high school may help
- o There is a disconnect between 6th and 7th grades currently
- o 6th graders are apprehensive and distracted by their environment
- o Some talk about a three-prong stool – church, school, family
- o Students may not feel they have the stability they need
- o What is the schools role to support the institutions that support the students?
- o Gathering place for students are important
- o Gathering should include the whole family
- o Should help students with their wellbeing
- o Needs to be an open place
- o Heart should be front and center
- o For visitors
- o Welcoming
- o Central
- o Showplace
- o Attractive warm and dynamic
- o Belong, new and varied
- o An area to showcase student work and achievement
- o Displays and areas to showcase student work live, and in real-time.
- o Don't hide it
- o Hub of activities and inclusion